Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

davidsonk1@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

Kristine Davidson
Consultant
Office of Education Improvement & Innovation

OR

Gloria Chapman
Consultant
Office of Education Improvement & Innovation

Telephone: (517) 335-4226
Email: davidsonk1@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to "recruit, screen, and select external providers…". To assist LEA's in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA's on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA's seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;

2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;

2. The total application score meets a minimum of 70 points

Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	**100**
Minimum Points Required for Approval	**70**

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

Section 1   15 points
Section 2   10 points
Section 3   10 points
Section 4   10 points
Section 5   10 points
Section 6   10 points   Section 6 must be completed by all applicants.

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications).   Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number	2. Legal Name of Entity
38-2709553	Accuracy Temporary Services Inc. DBA ATS Project Success

3. Name of Entity as you would like it to appear on the Approved List
ATS Project Success

4. Entity Type:	5. Check the category that best describes your entity:
☒ For-profit ☐ Non-profit	☒ Business ☐ Institution of Higher Education ☐ Community-Based Organization ☐ School District ☐ Educational Service Agency (e.g., RESA or ISD) ☐ Other (specify): _____

6. Applicant Contact Information

Name of Contact Claudia Fisher	Phone 800-297-2119	Fax 586-465-9481	
Street Address 20674 Hall Road	City Clinton Township	State MI	Zip 48038
E-Mail claudiaf@atsprojectsuccessworks.com	Website www.atsprojectsuccessworks.com		

7. Local Contact Information (if different than information listed above)

Name of Contact Same as above	Phone	Fax	
Street Address	City	State	Zip
E-Mail	Website		

8. Service Area

List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.

☒ Statewide

Intermediate School District(s):	Name(s) of District(s):

9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

☒ Yes   ☐ No

What school district are you employed by or serve: Oak Park, Harper Woods and Clintondale Community Schools

In what capacity are you employed or do you serve (position title): Teachers

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

Exemplar 1: *Description of Comprehensive Improvement Services (25 points possible)*

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Exemplar 1 Narrative Limit: *4 pages (insert narrative here)*

ATS strives to build a successful learning culture for sustained student performance. We maintain a positive educational climate by developing relationships with students, parents and district personnel. Relationships are sustained by contacting parents and students via telephone on a weekly basis. Tutors discuss the students' progress in the program, supporting them with any difficulties they are experiencing and encouraging them to improve. Tutors also inquire about the well-being of the student and family, often supporting them in academic concerns outside of the tutoring program. This has been an important aspect for our program for urban secondary students, who are often facing both educational and social challenges in their school. In addition, every effort is made to assign tutors to the same districts each year to help with continuity in relationships.

ATS was commended for establishing collaborative processes that promote effective horizontal and vertical communication resulting in a systemic approach to operational improvement by AdvancedEd. An organizational chart has been developed that clearly shows the chain of command within the organization, and the CEO and President have established ongoing, multi-directional communication in leading the organization and work closely with staff members through an effective "open door" policy.

ATS provides its employees an ambitious schedule of weekly team meetings, monthly staff meetings, planning meetings, and individual evaluations and conferences which serve to communicate the status and effectiveness of improvement programs. This systematic schedule also is a vehicle to evaluate and document the effectiveness of the continuous improvement program. Teachers and staff are provided the opportunity to lead and to be involved in the decision-making process through their participation in a variety of committees, meetings, and surveys that facilitate effective horizontal and vertical communication and a culture of involvement, responsibility, and ownership throughout the organization. Parents and students have a voice in decisions about the school through surveys, emails, letters, and telephone calls. ATS believes that when students, teachers and parents are involved in operational improvement through communication and collaboration, they develop a sense of ownership, pride, and trust.

Leadership fosters a learning community by providing ongoing professional development trainings for staff. An evaluation system is in place that provides for the professional growth of all personnel through formal annual evaluations, weekly team meetings, verbal feedback, and self-evaluations. Leadership has implemented procedures that provide for remediation activities for students who are experiencing difficulty in mastering specific skills and responds to community expectations and stakeholder satisfaction through the use of surveys, program flyers, verbal feedback, emails, and the providing of written and verbal translations for Spanish, Hmong, and Somalian-speaking students.

The school improvement program is systemic and embedded in the culture of the school and includes all staff members. The healthy nature of collaboration and communication among stakeholders gives everyone input into the improvement program and promotes positive participation.

ATS Project Success' tutoring programs are built around computer-based models of instruction.

We use *SuccessMaker* by Pearson Digital Learning to deliver instruction in English and math to students in grades K-8 and Compass Learning's *Odyssey* to deliver instruction in English and math to students in grades 9-12. Students receive services via computer in their homes. Tutors assist students from our Clinton Township home base and are available through telephone and e-mail. We supply the learning tool (tablet or netbook), headset, and Internet connectivity, if necessary, to all of our students. Every computer is installed with a program called Deep Freeze, which blocks the student from going anywhere on the Internet other than *SuccessMaker* and *Odyssey*.

ATS uses the Cayen Database to track student demographics and progress information. This includes student "attendance" which is the times the student has logged in and out of the program. It gives a clear view of the amount of time the student has spent working in the course. A summary of attendance is sent to the parent for signature each month. The majority of reports for ATS are completed in the Cayen Database. Our tutors maintain communication throughout the program to confirm that activities are meeting the needs of our students and the districts. These reports, featuring parent-friendly graphs that document growth in the program, become the basis of conversation between tutor/student/parent in weekly phone calls to discuss progress. Parents are able to voice any questions or concerns during this call.

Components of our online learning modules include:
- Mission context
- Sound effects
- A diverse set of interactive activities
- Progress indicators
- Audio repeat reinforcement
- Navigational control
- Manipulatives and tools
- Explore mode
- Help screen
- Immediate tiered feedback

These components benefit students with various learning styles and levels of proficiency.

Our web-based learning modules implement interactive skills, including feedback, cues, interaction, and reinforcement. Both *SuccessMaker* and *Odyssey* track the time students spend on each task, providing our tutors with an objective tool for monitoring student progress.

ATS tutors are trained to employ the following instructional components, which research has shown to be effective in increasing students' academic achievement.

Pearson's *SuccessMaker-*
- **Differentiated Instruction**: We recognize and embrace our students' inherent differences, and we strive to find ways to encourage and facilitate learning in a way that appeals to diverse learning styles.
- **Direct Instruction:** *SuccessMaker* interactive curricular programs introduce the skill or strategy; provide guided instruction; use "talking or thinking aloud" to demonstrate how to solve the problem or use the strategy; and coach students to build understanding through

guided practice, repetition, and interactive computer-based activities.

- **Scaffolding:** A task is explained and modeled; the student then practices the task with additional guidance. As the student gains mastery, they are gradually provided a decreasing level of support until they can apply the new skill independently.
- **Time on Task:** Our program is designed to facilitate skill mastery by ensuring that adequate time is being spent on each objective. The *SuccessMaker* program tracks the time students spend on each task, allowing teacher to monitor progress and provide additional time if indicated or develop a custom course on the given skill or strategy.

Compass Learning's *Odyssey-*
- **21st Century Interdisciplinary Themes:** Global awareness, financial, economic, business, and entrepreneurial literacy, civil literacy, health literacy, and environmental literacy.
- **Learning and Innovation Skills:** Creativity and innovation, critical thinking and problem solving, communication and collaboration, and contextual learning.
- **Information, Media, and Technology Skills:** Using technology tools to communicate and learn.
- **Life and Career Skills:** Ethics, productivity, social and personal responsibility, self-direction, and people skills.

ATS leadership fosters a learning community by providing the *SuccessMaker* and *Odyssey* instructional software programs, computers, internet access, tutors, translators, and tech support to students, ongoing professional development trainings for staff, qualifying tuition reimbursement for employees with at least two years of employment with the organization, and an evaluation system that provides for the professional growth of all personnel through formal annual evaluations, weekly team meetings, verbal feedback, and self-evaluations.

ATS staff members have received several professional development trainings on equity and the appreciation of diversity, and how they will improve staff members' ability to serve students from a variety of socio-economic and cultural backgrounds. These include the "Just Neighbors" program, Freedom Writers Diary, and Ruby Payne's A Framework for Understanding Poverty. Professional development activities are planned with due consideration given to the student body profile, which is at-risk students in need of supplemental education services (SES). The goals of the improvement plan are set annually and results, as measured by student achievement and completion rate, are used to inform future improvement efforts.

Our company is able to offer web-based professional development on Successmaker, Compass, Student Diversity and Time Management for building principals, school leadership teams, teachers, and building support staff within a timeframe that best fits their schedule.

ATS Project Success uses a comprehensive assessment system to measure student achievement. All new students take a pre-assessment test that places them at an appropriate starting level in the course by following the student's actual progress at the outset of the course. This is achieved through Initial Placement Motion (IPM) in SuccessMaker. ATS uses SuccessMaker for curriculum in grades K-8 because it provides elementary and middle school learners with adaptive, personalized paths for mastery of essential reading and math concepts and delivers outcome-based data to inform educational decision making. Odyssey is the curriculum for students in grades 9-12, and it scaffolds all activities to support students as they work through the instructional content. Odyssey automatically sets the learning path for the student by

identifying a set of objectives the student has not mastered, thus creating the Custom Assessment (CA). For both the IPM and CA, the test questions are appropriate for the target population, using grade-level vocabulary.

The *SuccessMaker* IPM and *Odyssey* CA are aligned to Common Core State Standards (CCSS). After the web-based assessment is completed, the software system automatically scores each student's test answers and identifies skill gaps. The tutor contacts parents and district staff to review assessment results, obtain available student data, and gather feedback. Results from the student's pre-assessment are an integral part of creating an instructional program based on an individualized Student Learning Plan (SLP). Tutors creates a customized SLP that pinpoints student's strengths and weaknesses ensuring that goals are specific, measurable, attainable, realistic, and time-based.

School district SES coordinators are sent weekly Student Reports to keep them updated on student progress and attendance. Districts are informed of overall math and reading scores and each district is surveyed to obtain information on ATS effectiveness. ATS uses data to study student performance on testing in reading and math without the additional help of tutoring, as well as comparisons to those students who receive tutoring from other comparable tutoring services, using this information as discussion and study points for staff in-services and professional development in the summer. ATS tutoring can show verifiable growth in student performance in reading and math. The average amount is one grade level for 30 hours. Growth in student performance is evident through many sources, and that data and data analysis are readily available. ATS maintains a secure, accurate, and complete student record system in accordance with state and federal regulations.

Exemplar 2: *Use of Scientific Educational Research*
(15 points possible)

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

Exemplar 2 Narrative Limit: 3 pages (insert narrative here)

To evaluate the effectiveness of the ATS program, we compared our students' academic growth as measured by comparing their performance on pre-assessments to their performance on post-assessments taken after at least 30 hours of tutoring with us. We used Pearson's *SuccessMaker©* Initial Placement Motion for grades K-8 and Compass Learning's *Odyssey©*Reading and *Odyssey©*Math Custom Assessment for grades 9–12. The majority of our students begin our program more than one instructional level behind their actual grade level. We have great success bringing them up to and above grade level. Results from our 2010-11 students who completed Pearson's *SuccessMaker* Initial Placement Motion pre- and post-tests for reading/writing and math in grades K–8 are shown in the following table.

ATS 2009-10 Assessment Results, Grades K-8								
Grade	English/language arts				Math			
	# of Students	Average Pre-Test Grade Level	Average Post-Test Grade Level	Average Grade Level Gain	# of Students	Average Pre-Test Grade Level	Average Post-Test Grade Level	Average Grade Level Gain
K	353	0.37	2.02	1.65	44	1.00	2.00	1.00
1	421	0.83	2.54	1.71	160	1.84	2.87	1.03
2	432	2.02	3.40	1.38	251	2.51	3.52	1.01
3	403	2.83	4.16	1.33	322	3.31	4.33	1.02
4	399	3.69	4.94	1.25	395	3.84	4.93	1.09
5	345	4.35	5.64	1.29	377	4.28	5.40	1.12
6	231	4.87	6.10	1.23	355	4.55	5.81	1.26
7	180	5.59	6.71	1.12	268	4.90	6.28	1.38
8	141	5.78	6.80	1.02	221	4.77	6.20	1.43
Total	2,905			1.33	2,393			1.15

As the table above demonstrates, in the 2010-11 school year, our grade K-8 students achieve an average grade level gain of 1.23 in reading/writing and 0.97 in math. In 2010-11, 3,155 grade K-8 students completed the *SuccessMaker* reading program in all states ATS served. The average gain of 1.24 instructional levels, was achieved with an average of 29.14 hours of tutoring instruction. In 2010-11, 2,673 grade K-8 students completed the *SuccessMaker* math program in all states ATS served. The average gain of 0.93 instructional levels, was achieved with an average of 29.69 hours of tutoring in math. Results from our 2009-10 students who completed Pearson's *SuccessMaker* Initial Placement Motion pre- and post-tests for reading/writing and math in grades K–8 are shown in the following table.

ATS 2010-11 Assessment Results, Grades 9-12								
Grade	English/language arts				Math			
	# of Students	Average Pre-Test Score	Average Post-Test Score	Average Growth	# of Students	Average Pre-Test Score	Average Post-Test Score	Average Growth
9	50	31.16%	66.28%	35.12%	50	39.00%	73.28%	34.28%
10	27	36.05%	62.37%	26.32%3	142	34.63%	72.85%	48.22%
11	31	36.28%	66.34%	30.06%	253	31.97%	72.35%	40.38%
12	9	25.75%	64.25%	38.5%	381	30.31%	57.89%	27.58%
Total	117			32.5%	826			35.11%

As the table above demonstrates, in the 2009-10 school year, our grade K-8 students achieved an average grade level gain of 1.33 in reading/writing and 1.15 in math. In addition to the above evidence of improved outcomes, our tutoring program consistently achieves a high level of student retention. For example, in the 2009-2010 school year, 7,392 students enrolled in our tutoring program and 4,952 (67%) of these students completed the program. In the 2010-2011 school year, 8,457 students enrolled in our tutoring program and 6,163 (73%) of these students completed our program.

Results from our 2010-11 students who completed Compass Learning's Odyssey Reading or Odyssey Math Custom Assessment for English/language arts and Math in grades 9–12 are shown in the table below.

ATS 2010-11 Assessment Results, Grades 9-12								
Grade	English/language arts				Math			
	# of Students	Average Pre-Test Score	Average Post-Test Score	Average Growth	# of Students	Average Pre-Test Score	Average Post-Test Score	Average Growth
9	50	31.16%	66.28%	35.12%	50	39.00%	73.28%	34.28%
10	27	36.05%	62.37%	26.32%3	142	34.63%	72.85%	48.22%
11	31	36.28%	66.34%	30.06%	253	31.97%	72.35%	40.38%
12	9	25.75%	64.25%	38.5%	381	30.31%	57.89%	27.58%
Total	117			32.5%	826			35.11%

As the tables above demonstrate, in the 2010-11 school year, our grade 9-12 students achieved an average growth of 32.5% in English/language arts and 35.11% in math. The 117 students in grades 9-12 that completed the *Odyssey* reading program demonstrated an average gain of 32.19% in an average of 32.92 hours of tutoring, and the 220 students in grade 9-12 that completed the *Odyssey* math program demonstrated an average gain of 36.32% in an average of 30.80 hours of tutoring.

ATS participated in the Multisite Study of the Implementation and Effects of Supplemental Educational Services, funded by the Institute for Educational Sciences. In the Summary of Minneapolis Public Schools Supplemental Educational Services (SES) Provider Impacts, ATS had a statistically significant positive impact on students' math achievement in the 2009-10 school years.[1] In addition, the study showed our students received an average of 39.1 hours of

[1]Heinrich, C., Chang, E., and H. Nisar, *Summaries of Provider Effects by District*. University of Wisconsin-Madison, 2011.

tutoring that resulted in a "high impact." High impact is defined in the study as an impact larger than the average impact on student learning as estimated by the value added models.

Data from parents is collected about how students in our program progressed in their regular classrooms. ATS received surveys from parents/guardians whose child completed our tutoring program during the 2010-11 school year. Of these, 100% said they were satisfied with the overall quality of our program, 91.9% reported improvement in student attitude toward school, 93% report an improvement in student grades as a result of participating in our program, and 97.7% report that they would sign up their child with ATS again.

Gatti Evaluation, a third-party research firm specializing in education, measured the efficacy of Pearson's *SuccessMaker* on student math achievement in state assessments. Sixty-three elementary and middle school classrooms from ten schools in seven states were studied during the 2009-2010 school year. Assessments were made of 1,186 students at the beginning and end of the school year using the Group Mathematics Assessment and Diagnostic Evaluation (GMADE). In the end-of-year assessment, *SuccessMaker* students in 3rd, 5th, and 7th grades significantly outperformed their non-*SuccessMaker* peers in math achievement. The study also evaluated the amount of time spent using *SuccessMaker*, determining that in all three grades, between 10 and 19 hours of program time was enough to significantly increase test scores. In the Seminole County Public School District, studies were conducted to measure the efficacy of *SuccessMaker* on student achievement on the Florida Comprehensive Assessment Test (FCAT) for 5th graders in math and 4th graders in reading.[2] Of the 5th grade math students, 90% of the students who used *SuccessMaker* met or exceeded the target achievement level, while only 35% of those who did not use *SuccessMaker* met or exceeded the achievement level. Of the 4th grade students who used *SuccessMaker* prior to taking the FCAT, 86% met the target achievement level, while only 36% of the students who did not use *SuccessMaker* met the target achievement level. In 2009, the US Department of Education's What Works Clearinghouse positively reviewed *SuccessMaker*. Their evaluation of 450 students in three states found that students who used *SuccessMaker* scored an average of 11 percentage points higher in literacy achievement than students who did not use *SuccessMaker*; *SuccessMaker*'s most positive influence could be seen in reading comprehension.[3]

Greeley Central High School in Colorado implemented *Odyssey* in 2008[4] to help at-risk students improve their academic performance. The program was launched with Hispanic students who had just finished 9th grade, but who were performing far below grade-level standards in reading/language arts and math. By summer's end, *Odyssey* students had moved up an average of two grade levels in reading/language arts and math, and results from the state assessment (NWEA MAP) in May and September of 2008 found that the program students showed a full year's growth on average between the two tests after using *Odyssey*. Arbor View High School in Nevada implemented *Odyssey* in the fall of 2007[5] to help raise math scores. Students' scores on the Nevada Proficiency Exam increased by 18.2% at Arbor View between the 2006-07 and 2007-08 school years.

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[2] Simon, C. and Tingey, B. (2001, September). Seminole County Public Schools Relationship Study for 2000-2001.

[3] US Department of Education Institute of Education Sciences: What Works Clearinghouse. *Overview. Intervention: SuccessMaker*. Retrieved from http://ies.ed.gov/ncee/wwc/reports/adolescent_literacy/successmaker/index.asp. June, 2009.

[4] CompassLearning Case Study (2009). *Summer Success with At-Risk High School Students*. http://www.compasslearning.com/CompassFileUpload/445CS-GREEL-CO0209-WEB.pdf

[5] CompassLearning Case Study (2009). *Making Strides in Math*. http://www.compasslearning.com/CompassFileUpload/957CS-ARBOR-NV0110-WEB.pdf

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
  - principals
  - school leadership teams
  - teachers
  - support staff

Exemplar 3 Narrative Limit: *2 pages (insert narrative here).*

ATS is committed to the highest quality of training, support, and professional development for school district personnel. This commitment ensures that staff will be competent and confident with the ATS Project Success Program.

Building principals, school leadership teams, teachers, and building support staff will receive an initial training and introduction to the ATS Project Success program. This training will include an initial professional development survey, the process of the program, interpreting and analyzing data reports, support to classroom instruction, and partnership with school staff and ATS tutors. Throughout the program there will be scheduled opportunities for ATS's Tutor Coordinator to meet with school personnel. This training will increase effectiveness with the program, and enhance delivery of educational instruction within the classroom.

During the 2012-2013 school year, Clintondale, Oak Park, Harper Woods, and Madison Heights alternative education staff along with ATS tutors participated in professional development with Dr. Katherine McKnight's "Using Technology to Develop Literacy Skills in the 21st Century," Judy Stoehr's "Brain-Based Learning in a Differentiated Setting," Dr. Brenda Overturf "Common Core Standards" (ELA), and Dr. Ignacio IV López, the author of *Why are the Latino Students Always Late for Class?: Community, Culture, and Learning in a Predominantly Latino High School*. Manuel Scott, an original "Freedom Writer" spoke of his experience growing up in poverty and reaching the unreachable student. ATS has offered workshops on Framework for Understanding Poverty by Dr. Ruby Payne, and "Just Neighbors" that is about families in poverty and the different issues they encounter, diversity training, brain research, and time management. ATS will work with the building principals and other school personnel to develop a plan that best meets each district's needs. Surveys will be completed at the end of each professional development session.

Along with on-site training, our company is able to offer web-based professional development for building principals, school leadership teams, teachers, and building support staff within a timeframe that best fits their schedule. Some examples of web-based professional development topics that ATS offers are:

- Curriculum Integration and Best Practices
- Bullying/Cyber Bullying Prevention
- Technology Resources in the Classroom
- Student/Parent Communication with the Teacher
- Competency Education

The ATS can provide a final consultation that will entail concluding data, gathering feedback and collecting surveys from staff members involved in professional development with ATS.

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
    - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: _2 pages (insert narrative here)_

We use Pearson Digital Learning's integrated learning system, _SuccessMaker©_ for grades K-8 and CompassLearning's _Odyssey©_ integrated learning system for grades 9-12 to ensure that the reading/language arts and mathematics programs are directly connected to Michigan's Academic Standards and Common Core State Standards (CCSS).

Correlations for _SuccessMaker_ are created by Pearson Digital Learning using a team of eight educators, who have experience teaching, interpreting, and aligning state standards. The manager downloads the current state standards. The standards included in each correlation contain all sub-standards and specific examples when listed. This information is then transferred to a template and sent to a correlator. Each state standard is read and aligned to lessons within the courseware. Each correlator has developed and used their own database that includes lessons and objectives, supplemental materials that complement each lesson, and specific page numbers for the supplemental materials. The customized databases assist the correlators to ensure all standards are aligned to the lessons within each course and to use the most detailed, comprehensive approach.

Odyssey correlations are hand mapped by members of the correlations department. These team members have curriculum and assessment expertise. First, Compass Learning's Correlations Department staff determines whether a state objective correlates to an Explorer (the initial assessment tool) objective. If the objectives correlate, the relationship is then carefully scrutinized. Explorer items are reviewed individually and the alignment is only made if at least two of the four test items directly match with the selected state objective in words and meaning. Next, each learning activity is compared to the state objectives. The material in an activity may partially cover, exactly match, or exceed that of an objective, but in all cases it would correlate.

In order to ensure that our tutoring program is consistently implemented with the School Improvement Framework we maintain open lines of communication and work directly with district staff, principals, and regular classroom teachers. We use the information we gather from these stakeholders to make sure our instruction aligns with individual district standards and supports the content and pacing of the student's regular classroom instruction. Communication continues throughout the program with district staff and classroom teachers to confirm that SES activities are in-line with the needs of the student, school and district.

Exemplar 5: *Sustainability Plan*
(15 points possible)

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

**Exemplar 5 Narrative Limit:** _2 pages (insert narrative here)_

ATS Project Success has developed a successful sustainability plan since our inception in 2003. There is a high level of trust and respect among employees, along with the President and CEO. This has been built over time through the use of a comprehensive collaborative and open communication model. Company policies, procedures and direction offer clear guidance and expectations to staff and students. There are ongoing professional development trainings for staff, qualifying tuition reimbursement for employees, and an evaluation system that provides for the professional growth of all personnel through formal annual evaluations, weekly team meetings, verbal feedback, and self-evaluations. Our improvement program is embedded into the culture of our school and includes collaboration from all staff.

ATS ensures that our service is conducive to student learning by providing ample tutors, translators, tech support and support personnel for the number of students we receive each year. We provide each student and family with an Acer Netbook, internet access when needed, a tech manual, online and telephone tech support, and translation services so that every qualified student is able to participate in our program. We have implemented a comprehensive assessment system for measuring progress toward meeting the expectations for student learning and tutors are knowledgeable in using the tools to monitor and document student performance. ATS also forms collaborative teams including members from each group to review policies and procedures and continually analyze and develop the educational program of the school. The team approach serves both to meet the needs of the students and to make best use of the talents of each staff member.

ATS will share our knowledge and experience in developing a sustainability plan with each district to assist them in becoming self-sufficient at the end of the 3 year grant period. In addition to SES tutoring, we offer services such as in-home-online learning, online learning options for the summer months, credit recovery for high school students, specialized ESL and ELL tutoring options, and additional custom programs tailored to meet the needs of the school district. During the 2012-13 school year, ATS branched out to include the cyber school, My Virtual Academy. Overall, our goal is to develop a lasting relationship with districts, students and parents in order to meet their learning needs that will lead to overall improvement in the educational system.

The chart below helps illustrate the positive outcome of our company's sustainability plan. Included are the stats and growth made by students who worked in our program for consecutive years.

ATS Assessment Results for K-8 Returning Students 11/12 to 12/13										
	English/Language arts					Math				
Total Number of Returning English/Language Arts Students	Average Post Test Score 2011/12	Average Pre-Test Score 2012/13	Average difference in Assessment of returning students	Average Growth over 2 year period 2011 - 2013	Total Number of Returning Math Students	Average Post Test Score 2011/12	Average Pre-Test Score 2012/13	Average difference in Assessment of returning students	Average Growth over 2 year period 2011 - 2013
99	4.13	4.51	0.39	1.90	60	4.91	5.00	0.09	1.58

Exemplar 6: *Staff Qualifications*
(15 points possible)

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

The minimum requirements to hold an SES instructional staff position with ATS Project Success is that the tutor must be fully certified as a licensed teacher by the Michigan Department of Education or meet the parameters stated by the Department of Education as a paraprofessional. Of our current (88) instructional staff, eighty-two staff members hold teaching certificates. Several of our tutors have or are working on advanced degrees dealing with special needs populations. Forty-nine percent of our staff has two or more years of experience tutoring SES students in the program.

Our Tutor Coordinator supervises and evaluates tutors. All of the tutors are on teams with their own team leader. The team leader conducts weekly review meetings. Tutors review company policies and procedures at weekly staff development meetings. Weekly, the tutors also meet with their tutoring team to address issues that are occurring with students. These staff development sessions are used to assess procedures, evaluate success, and modify practices. The Tutor Coordinator conducts annual performance reviews on each tutor.

When hired, and prior to working with any student, tutors engage in a minimum of 60 hours of professional development. Returning tutors receive annual refresher training. All training is conducted at our Clinton Township, Michigan, offices and presented by the Tutor Coordinator. The 60 hours of training includes knowledge of curriculum, procedures for communicating with parents and school districts, differentiating instruction based on student needs, dealing with at-risk students, knowledge of federal and state policies, and database training.

Below are resumes of staff members including: Renee Weaver-Wright (President), Anna Mason (Tutor Coordinator), Claudia Fisher (Tutor), and Danielle Yassens (Tutor). Additional resumes can be made available upon request.

RENEE WEAVER-WRIGHT
6337 Middle Lake Road * Clarkston, MI 48346 * (248)625-5107 * email: RWeaverWri@AOL.com

EDUCATION:
Masters of Education, Central Michigan University

Bachelor of Science in Education, Central Michigan University
Major: Business Education   Minor: Home Economics

Vocationally certified; Received Outstanding Business Education Student Teacher Award
Clarkston High School: Graduated with honors; Received Business Education Award;

Selected as the Outstanding Office Education Student for State of Michigan, through Business Office Education
Clubs (now known as Business Professionals of America)

WORK EXPERIENCE:

ATS Educational Consulting Services, Clinton Township, MI
Current Coordinator: ATS Project Success, a supplemental services provider approved in 30 states. Manage 150
employees; state applications; district contracts; growth and development of company, growing from approval in
one state and servicing 15 students to most recently 30 states and 8,000 students.
Past Responsibilities: Financial management of company. Responsible for payroll and time keeping for 250
employees, accounts payable and receivable for corporation. Responsible for financial tracking in all areas,
budgeting, and income and expense projection. Also responsible for administrative aspects of company. Work to
develop clients and programs. Complete special projects where needed, when needed. Implement systems to
better serve employees and corporate mission.

Pontiac Business Institute, Pontiac, MI - Various positions held including:
Vice President - Provided leadership to eight proprietary schools in a variety of areas including financial aid,
education, program development, placement and overall school functions. Developed tracking systems in
financial aid and education. Planned professional development programs for employees. Worked as a liaison
with state, federal and accrediting bodies.

Director, Detroit Institute of Commerce - Managed total operations of school, taking student enrollment from
120 to 651. Leader to staff of 65, including six department heads on management team. Refurbished school plant
and equipment. Re-established community relations. Developed long-range planning system. Managed budget
of $3 million.

Director of Communications - Created professional development opportunities for all employees. Assisted with
advertising. Developed employee and public relations communicators. Coordinated in-house print shop.
Implemented special events for employees and students. Maintained school catalog to meet accrediting and
federal guidelines.

Part-Time Employee - Worked on an as-needed basis in areas that included: acting school director; teacher,
placement, admissions; out-state admissions representative; administrative assistant; clerical assistant.

VOLUNTEER ACTIVITIES:
- CLARKSTON ELEMENTARY: President of Parent Teacher Organization, chairperson for fundraising,
  volunteer in miscellaneous areas.
- CLARKSTON MIDDLE SCHOOL: Past president of Parent Teacher Organization, parent representative on
  Middle School Teaching/Learning Council and Building Renovation Team.
- CLARKSTON COMMUNITY SCHOOLS: Advisory Board Chairperson for Learn & Serve Grant Program,
  representative on the Parent Advisory Team, assist with athletic activities as needed.
- CLARKSTON UNITED METHODIST CHURCH: President of United Methodist Women, Secretary for Lay
  Leaders and Administrative Council, member, Long Range Planning, member, Nominating Committee,
  coordinator and founder of Angels in Training (a community service program for elementary children).

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

Anna V. Mason
56040 Chesapeake Circle, Shelby Township, MI 48316
(586)944-5161 annam@atsprojectsuccessworks.com

EXPERIENCE:
ATS Project Success, Clinton Township, MI, *December 2005 - present*
Tutor Coordinator

- Analyze and track student data.
- Review contracts with school districts.
- Write material for state applications.
- Coordinate material submitted for state and district monitoring.
- Interview, hire and train prospective tutors.
- Develop training materials and training schedule.
- Monitor tutor performance.
- Maintain tutor schedules.
- Conduct tutor performance reviews.
- Maintain solution-based team.

Tutor/Team Leader

- Develop goals and objectives to address individual learning styles and needs
- Establish positive rapport with a diverse population of students and parents
- Assist in the interview and hiring process of additional teachers/tutors
- Mentor and monitor a team of six or more teachers/tutors
- Served on TN advisory group 2006-2008
- Attend various summits and conferences pertaining to SES throughout the U.S.
- Researching and analyze district and state SES contracts
- Develop Letters of Intent
- Produce weekly schedules and agendas for weekly team meetings

Bloomfield Hills Public Schools Bloomfield Hills, MI *March 2007 – June 2007*
Utica Community Schools, Utica, MI   *January 2005 – June 2007*
Substitute Teacher

- Balanced academic and creative arts schedules
- provided daily curriculum instruction
- Differentiated instruction and implemented accommodations
- Implemented classroom management strategies

EDUCATION:
Oakland University Rochester, MI
Bachelor of Science in Elementary Education
State of Michigan Teacher Certification,
Master of Education in Special Education (currently enrolled)
Endorsements: Science, Mathematics, and Autism Spectrum Disorders

PROFESSIONAL DEVELOPMENT:

- Tennessee Advisory Group Member
- Nashville SES conference attendee
- Florida Leads in SES conference, 2008
- SC SES conference 2008
- SuccessMaker® training (Pearson Digital Learning) 2006-2010
- Ruby Payne's Framework for Understanding Poverty
- Just Neighbors
- Diversity training
- Multi-Cultural Training
- Special Needs Training -

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

Claudia V. Fisher
49293 Oxley, Macomb, MI 48314
586-610-5253 * claudiav@atsprojectsuccessworks.com

EXPERIENCE:

ATS Project Success, Clinton Township, MI, *June 2006- present*
Supplemental Educational Tutor to Title I students across the country.

- Provided online supplemental services to students throughout the United States under the "No Child Left Behind" Act.
- Communicated weekly with parents, Title I directors, and site coordinators with updated student progress.
- Monitored student progress and customized course work through use of Pearson's *Successmaker* math and reading software.
- Created individualized student program goals based upon each state's Benchmarks and Standards.
- Assumed a leadership role where I mentored and helped lead training sessions for fellow employees.
- Attended meetings with DOE and Title 1 Representatives in both Indiana and Florida to discuss policy and execution of services.

Ojibwa Elementary School Macomb, MI *January 2011 – June 2011*
Title 1 Program Specialist (TOPS)

- Provided whole group, small group, and one-on-one instruction to 3rd, 4th, and 5th grade students at Ojibwa Elementary School.
- Collaborated with 3rd, 4th, and 5th grade teachers to create meaningful math and reading curriculum to best meet student's individual needs.
- Administered assessments including: DRA, DIBELS, 3-Minute Reads, trimester math and reading tests.
- Utilized Smartboard technology to enhance daily instruction.
- Executed small group instruction of the *Being a Writer* series for grades 4 and 5.
- Provided direct RTI math instruction to 5th grade students.
- Facilitate tests for students with special accommodations including having questions read aloud.
- Guided a daily 5th grade small reading group and provided comprehension based reading skills.
- Instructed daily a small group in 3rd grade math curriculum, customizing lessons and using manipulatives to meet student's needs.
- Implemented classroom management techniques including organization, communication, monitoring, behavior and delivery of instruction.

EDUCATION:

Western Michigan University	**Oakland University**
Bachelor of Science in Elementary Education	Master of Education in Reading
State of Michigan Teacher Certification,	

PROFESSIONAL DEVELOPMENT:

- *Common Core State Standards* led by Dr. MaryBeth Webeler, Spring 2012
- *Urban Education: Management, Engagement, and Motivation* led by Dr. Ignacio Lopez, Spring 2012
- *Under Resourced Learners: 8 Resources to Boost Student Achievement* by Ruby Payne, led by Dr. Bethanie Tucker, Fall 2011
- *Manuel Scott: A Message of Hope and an Origianl Freedom Writer* Fall 2011 and 2011   Title 1 Student Achievement Conference
- *RTI (Response To Intervention)* 2011 Title 1 Student Achievement Conference
- *Let's Be Brainiacs: Brain based Learning* 2011 Title 1 Student Achievement Conference
- *Pearson SuccessMaker Software* Trained yearly, 2006- Present

Michigan Department of Education
2010-11 Section 1003(g) School Improvement Grants
Preferred External Educational Services Provider Application

<div align="center">
Danielle Yanssens
54811 Malheur Drive
Macomb, MI 48042
(586)549-7300
danielley@atsprojectsuccessworks.com
</div>

EXPERIENCE:
ATS Project Success, Clinton Township, MI, *October 2009 - present*
Supplemental Educational Tutor to Title I students across the country.
- Developing goals from pre-assessment data
- Created Individualized student learning plans
- Tutored and collaborated with parents, students and districts on a weekly basis
- Managing and preparation of student, district and state paperwork.

Professional Educational Services Group, LLC, *March 2008 – June 2010*
- Substitute Teacher, including many special education classrooms.

St. Lawrence School, Utica, MI   *1994 - 1999*
- Experience teaching fifth through seventh grades in language arts, math and social studies.
- Developed curriculum and lesson plans and instructed in all subject areas.

Lakeview Public Schools, St. Clair Shores MI *1991 – 1994*
- Substitute Teacher, including several long-term positions.

VOLUNTEER WORK:
Families with Children from China, Metro Detroit, MI *1998 to present*
Board of Directors, 1998-2011.
- Assisted in event planning, formulating by-laws and educating membership of over 300 families.
- Personally taught groups of parents how to organize an Adoption Presentation for their children's classrooms.
- Launched camp program bringing families together each year to share experiences.

Girl Scouts of America, Macomb, MI *2003 to 2010*
- Program leader for all levels of Girls Scouts.

EDUCATION:
Wayne State University, Detroit MI 1991-1998
Provisional Teaching Certificate 1992
Masters in Elementary Education with Professional Teaching Certificate – 1998

PROFESSIONAL DEVELOPMENT:
- Pearson Successmaker
- Compass Learning Odyssey
- Ruby Payne's Framework for Understanding Poverty
- Just Neighbors
- Multi-Cultural Training

SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.

2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.

3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.

4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.

5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.

6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.

7. assures that they have accurately and completely described services they will provide to the LEA.

8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).

- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.